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ABSTRACT

This annotated bibliography contains two sections. The first section includes 49 nonevaluative abstracts on issues in supported employment for the disabled. The second section, containing 18 abstracts, focuses on publications of special interest to parents of young adults with disabilities. Within each section citations are arranged alphabetically by author. Publications date from 1980 to 1988. (DB)

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Annotated Bibliography: Supported Employment with Emphasis on Family Concerns

David F. Bateman, M.Ed.

1990

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INTRODUCTION

This annotated bibliography contains two sections. The first section includes annotations on the issue of supported employment (pp. 2-18). The second section includes annotations on supported employment which may be of special interest to parents of young adults with disabilities (pp. 19-24). Although this is an in-depth look at the topic, it may not contain all of the resources.

The Beach Center is a research and training center with six fundamental beliefs about families related to positive contributions, great expectations, full citizenship, choices, strengths, and research, dissemination, and training projects addressing family well-being across the lifespan. The Beach Center is unable to provide case management or direct services.

The Beach Center on Families and Disability, a rehabilitation research and training center at The University of Kansas, is funded by the National Institute of Disability and Rehabilitation Research, United States Department of Education, and the University to conduct research on families with members who have disabilities. A major focus of the Center's research is the families of children who are supported by technology.

SUPPORTED EMPLOYMENT -- GENERAL ISSUES

Bellamy, G. T., Rhodes, L. E., Mank, D. M., & Albin, J. M. (1988). Supported employment: A community implementation guide. Baltimore: Paul H. Brookes Publishing Co.

This book provides basic information on how to start and manage supported employment programs. Two themes organize the issues addressed in this book. The first theme involves the assumption that the basic management functions within supported employment are the same as within any other business. The second theme is that successful implementation of supported employment requires the coordinated efforts of many different groups. The authors introduce an excellent organizational model for supported employment that focuses on five outcomes. To provide successful supported employment, an organization must: a) create the opportunity to perform paid work, b) see that the work is performed according to employers' requirements, c) integrate employers with disabilities into social and physical environments of the workplace, d) meet the employees' ongoing support needs, and e) maintain the organization's capacity to offer supported employment. These major goals provide a framework for organizing community implementation of supported employment.

Bellamy, G. T., Rhodes, L. E., Wilcox, B., Albin, J. M., Mank, D. M., Boles, S. M., Horner, R. H., Collins, M., & Turner, J. (1984). Quality and equality in employment services for adults with severe disabilities. Journal of the Association for Persons with Severe Handicaps, 9(4), 270-277.

The authors strongly respond to recommendations that extended training be made available to adults with mental retardation without pay in integrated settings. The authors agree on the fact that integration is important, that adults with mental retardation have capabilities, and that traditional adult services are not meeting the needs of adults. They dispute the idea that extended training without pay represents an unnecessary retreat from values that have guided development of exemplary school and community services for persons with severe disabilities. As an outcome of services for persons with severe disabilities, extended training needlessly sacrifices wages and other employment benefits and distorts the benefits of integration. This method of employment without pay creates the risk of perpetual readiness programs. Supported employment initiatives provide a framework for combining wages and integration.

Bellamy, G. T., Sheehan, M. R., Horner, R. H., & Boles, S. M. (1980). Community programs for severely handicapped adults: An analysis. Journal of the Association for Persons with Severe Handicaps, 5(4), 307-324.

This article examines how programs for adults with severe disabilities have become familiar components of community services over the past ten years. Of particular importance are the references to vocational options provided to participants. Valid concerns are raised about the lack of work opportunities, disincentives to work, lack of federal coordination, and absence of entitlement. Strategies for needed change are offered for policy makers, advocates, researchers, and public school personnel. The authors call for better coordination of patchwork public policies, a clear entitlement to community services, and development of practical service models that include vocational opportunities. Articles like this have helped lay the groundwork for supported employment by demonstrating how limited employment opportunities really are for people with mental retardation.

Brickey, M. P., Browning, L. J., & Campbell, K. M. (1982). Vocational histories of sheltered workshop employees placed in projects with industry and competitive jobs. Mental Retardation, 20(2), 52-57.

The authors analyze the job placement histories of sheltered workshop employees placed into competitive employment in 1978. Seventy-three sheltered workshop employees were placed with either a program called Projects With Industry (PWI) or competitive employment and were followed over a 30-month period. Twenty-seven people were placed in the PWI program, and 30 months later, 48% were later placed in competitive employment. The authors show that structure on the job is more important than an individual's IQ score. The authors also discuss some alternatives to individual job placements.

Brickey, M. P., & Campbell, K. M. (1981). Fast food employment for moderately and mildly retarded adults: The McDonald's Project. Mental Retardation, 19(3), 113-116.

To reduce employee turnover (175% crew turnover in 1979), McDonald's restaurants entered into a project with Ohio's Franklin County Program for the Mentally Retarded. Seventeen sheltered workshop employees with mild and moderate mental retardation were trained and placed in McDonald's restaurants. One year later, 10 of the workers were still employed (turnover rate 41%). Of the workers that left, three left to take full-time jobs. There was no turnover during the second year. Workers' wages were substantially less than expected because of the subtraction of taxes, bus fare, and loss of Social Security Income. Disappointingly, the workers would have had more money had they stayed at the workshop. The workers, though, did have more integration opportunities available to them at McDonald's than at the workshop. This study at McDonald's points out the

employability of adults with mild and moderate mental retardation and the need for financial incentives and/or full-time employment to make employment financially advantageous.

Brown, L., Shiraga, B., York, J., Kessler, K., Strohm, B., Rogan, P., Sweet, M., Zanella, K., VanDeventer, P., & Loomis, R. (1984). Integrated work opportunities for adults with severe handicaps: The extended training option. Journal of the Association for Persons with Severe Handicaps, 9(4), 262-269.

One reason adults with mental retardation do not work in nonsheltered workshops is the requirement that they receive direct pay. As long as direct pay is an admission requirement, real work for real pay will never prevail. This will lead to confinement in unnecessarily costly segregated facilities. The authors advocate for a highly selective and closely monitored use of extended training to arrange for nonsheltered functioning while the attitudes and skills for direct pay are developed. Specifically, workers with mental retardation should be placed in nonsheltered vocational environments unless health considerations are involved. The workers should then be taught to perform meaningful work. All reasonable attempts to secure contingent direct pay should be made.

Chadsey-Rusch, J., Karlan, G. R., Riva, M. T., & Rusch, F. R. (1984). Competitive employment: Teaching conversational skills to adults who are mentally retarded. Mental Retardation, 22(5), 218-225.

The purpose of this study was to evaluate training of three competitively employed adults with mental retardation who had poor communication skills in asking questions appropriate to conversational context. In addition, authors measured the effects of increased question-asking with different topics. The authors used verbal prompts to ensure questions were asked throughout the conversation. Results showed that the question-training procedures increased the conversational behaviors. The results indicate that inappropriate social interaction skills may negatively affect the job status of adults with mental retardation.

DeFazio, N., & Flexer, R. W. (1983). Organizational barriers to productivity, meaningful wages, and normalized work opportunity for mentally retarded persons. Mental Retardation, 21(4), 157-163.

The authors discuss services for people with mental retardation in a sheltered workshop from several points of view. They analyze the services from several organizational, philosophical, and programmatic perspectives. After discussing the current state of the field in sheltered workshops, they identify the targets for remedial action as soliciting cooperation of businesses; soliciting cooperation of colleges and universities; and increasing opportunity for meaningful work. Finally, they

say changes will take place when significant numbers of people are moved out of segregated sheltered workshops.

Dudley, J. R., & Schatz, M. S. (1985). The missing link in evaluating sheltered workshop programs: The clients' input. Mental Retardation, 23(5), 235-240.

The authors asked 16 workers in a sheltered workshop about their roles in the world of work and the sponsoring agency. People who work in sheltered workshops are rarely consulted about how the program works or how it is helping them, mainly because of the difficulty in accurately assessing their views. The results show confusion about the workshop's role, and that workers do have hope about leaving the workshop to obtain outside work. The authors suggest ways to improve the method of collecting information from adults with mental retardation.

Elder, J. K. (1988). Transition from school to work: Changing attitudes and opportunities. Exceptional Parent, 18(1), 27-29.

Building a bridge from the schoolroom to the workplace should be the goal of government and private programs for children with disabilities. The author states that changing attitudes and creating opportunities in the work environment will lead to self-sufficiency, productivity, and independent living rather than lifelong dependency. How can transition be built in? First, all children with disabilities leaving the school system should expect to engage in paid work. Second, appropriate transition services should be made available. Third, private business and industry should open up employment opportunities for persons with developmental disabilities. Parents, employers, and more public officials need to be convinced that persons with developmental disabilities can and should work at real jobs with real pay.

Everson, J. M., Barcus, M., Moon, M. S., & Morton, M. V. (Eds.). (1987). Achieving outcomes: A guide to interagency training in transition and supported employment. Richmond, VA: Project Transition into Employment (TIE), Rehabilitation Research and Training Center, School of Education, Virginia Commonwealth University.

This manual presents a train-the-trainers approach to cross-agency and cross-disciplinary inservice training. It is designed for staff trainers who are confronted by the need to train staff and parents and possibly the need to train for different backgrounds. The authors outline many goals and objectives for trainers, and they present activities and material as samples, to be used as needed in relation to the needs of trainers and the needs of trainees.

Ferguson, D. L., & Ferguson, P. M. (1986). The new victors: A progressive policy analysis of work reform for people with very severe handicaps. Mental Retardation, 24(6), 331-338.

The authors analyze current efforts to reform vocational services for adults with severe disabilities in comparison to historical treatment of past reform efforts and also in relation to larger economic concerns. The authors warn the danger is the unintended exclusion from community participation of those people with the most severe and multiple disabilities through the continued reliance on economic utility as the price of social integration. They suggest reduced emphasis on competitive work but more on cooperative work; less on independence and more on interdependence.

Foss, G., & Peterson, S. L. (1981). Social-interpersonal skills relevant to job tenure for mentally retarded adults. Mental Retardation, 19(3), 103-106.

The authors' purpose is to find out the most important behavior relevant to work for adults with mental retardation. Surveys were mailed to 64 placement personnel in 11 western states. The areas identified as most relevant to job tenure for adults with mental retardation are concerned directly with the supervisor-worker relationship. The authors found the most important skill was the ability to get along with employers.

Gardner, J. F., Chapman, M. S., Donaldson, G., & Jacobson, S. G. (1988). Toward supported employment: A process guide for planned change. Baltimore, MD: Paul H. Brookes Publishing Co.

This book introduces the key elements of change in relation to persons with severe disabilities in the workplace. This is done by identifying what changes need to take place and defining the roles and responsibilities for the management of the key staff. The book treats the conversion to supported employment as a process of organizational change at all levels involved and shows how to overcome resistance and what to do to prevent resistance for all involved. The book has an excellent discussion of the means of dealing with agency personnel and the different ways of establishing consensus with the workers in a business enterprise.

Hagner, D., Nisbet, J., Callahan, M., & Moseley, C. (1987). Payment mechanisms for community employment: Realities and recommendations. Journal of the Association for Persons with Severe Handicaps, 12(1), 45-52.

This article describes the payment mechanisms currently available to reimburse workers with severe disabilities for work performed. The article discusses the advantages and disadvantages of competitive employment at or above the minimum wage, competitive employment through a rehabilitation agency, and self-employment. There is no one best method: what works best is left to the individual. It also contains suggestions for regulatory reform.

Hanley-Maxwell, C., Rusch, F. R., Chadsey-Rusch, J., & Renzaglia, A. (1986). Reported factors contributing to job terminations of individuals with severe disabilities. Journal of the Association for Persons with Severe Handicaps, 11(1), 45-52.

The authors examined factors reported to contribute to the firing of adults with severe disabilities. The most frequently reported cause of job loss were problems in the areas of character and/or those of production. Over 80% of the firings were accounted for by problems of social awareness, character, or production. The authors show that lack of social awareness was the cause for a majority of the people being fired. Also, when jobs were terminated because of production problems, there also were existing social problems.

Hasazi, S. B. (1985). Facilitating transition from high school: Policies and practices. American Rehabilitation, 11(3), 9-11, 16.

The author states that the process for achieving change in the transition process is available. What is currently needed is a commitment from policymakers and educators to achieving the necessary change. Change in the transition process needs to come in the way resources, both human and financial, are combined to facilitate increased opportunities for vocational training and employment for people with disabilities. The authors correctly state that as the goals and expectations of the ability of persons with mental retardation change, the structure of secondary high school programs will change accordingly.

Hasazi, S. B., & Clark, G. M. (1988). Vocational preparation for high school students labeled mentally retarded: Employment as a graduation goal. Mental Retardation, 26(6), 343-349.

The authors challenge special and vocational educators to make employment a graduation goal for all students with mental retardation. They list several promising practices that will help to enable students with mental retardation to achieve the goal of employment in a setting other than that of a sheltered workshop. Some of the steps and strategies they discuss include: individualized transition planning, interagency collaboration, paid work experience, vocational training at employment sites, participation in vocational education programs, and job-seeking-skills curriculum. They also discuss some trends they feel will help the future of employment for persons with mental retardation. Some of these trends include: preparing school-based employment specialists, increased vocational and employment opportunities at the secondary level, using outcome measures to evaluate program effectiveness, state-level legislation and policies, self-advocacy, and changing occupational structures.

Hill, M. L., Wehman, P. H., Banks, P. D., & Metzler, H. M. (1987). Employment outcomes for people with moderate and severe disabilities: An eight-year longitudinal analysis of supported competitive employment. Journal of the Association for Persons with Severe Handicaps, 12(3), 182-189.

The authors studied 214 individuals served over a period of almost eight years through the demonstration programs operated by the Rehabilitation Research and Training Center (RRTC) at Virginia Commonwealth University. They show supported competitive employment programs add financial benefits to people with moderate and severe mental retardation and to the taxpayer. They also emphasize the savings to society generated by supported employment. Also, the information generated from this study illustrated the specific impact of competitive employment on persons labeled mentally retarded. This is a technical look at the costs and benefits of supported employment.

Hill, J. W., Wehman, P., Hill, M., & Goodall, P. (1986). Differential reasons for job separation of previously employed persons with mental retardation. Mental Retardation, 24(6), 347-351.

The authors looked at reasons for job separation of persons with mental retardation who were competitively employed during a six-year period. Of the separations from work, 50% were caused by employee-related reasons (attitude problems and skill or behavioral deficits). The other 50% of the separations were outside the control of the employee or the job trainer. One significant finding was differences in the IQ's of groups separated. They show persons with an average IQ in the mid-50's who were terminated from a job tend to cause their own separation because of behavioral/attitudinal deficits. In contrast, if individuals with more severe mental retardation are fired, it is generally because the environment acts upon the individual, by "squeezing" them out of the job or because they have problems meeting the production demands.

Ianacone, R. N., & Tilson, G. P. (1983). Addressing the needs of handicapped persons after they leave school. Journal of Vocational Special Needs Education, 6(1), 15-18, 23.

Analysis of the total service delivery structure has increased attention to the lack of appropriate options for individuals with disabilities in the form of transition from school to work. This article addresses the problems of schools in getting students to earn graduation credits as well as training them in marketable skills and assisting them in securing employment. This article is critical of the results and states that schools currently focus more on training prevocational skills instead of transitions to the future. The article states there are services through high school, but there is little, if any, coordination with the adult services options. Finally, this article discusses the critical needs students have in the realm of transitional services and presents one viable option for effective transition.

Krauss, M. W., & MacEachron, A. E. (1982). Competitive employment training for mentally retarded adults: The supported work model. American Journal of Mental Deficiency, 86(6), 650-653.

The authors describe a supported work model used to train adults with mental retardation for competitive employment starting as a pilot program in 1979. The participant's work behavior and job skills, ability to meet the requirements of the job, and employment reinforcements were predictors of future competitive employment.

Kregel, J., Wehman, P., Seyfarth, J., & Marshall, K. (1985). Community integration for youths with mental retardation: Transition from school to adulthood. Education and Training of the Mentally Retarded, 21(1), 35-42.

This research article assessed the degree of community integration of 300 young adults in Virginia who had participated in special education programs for students labeled mentally retarded. Surveys were administered by trained interviewers on variables related to basic self-care, home management, community usage, use of free time, recreational/leisure activities, and self-satisfaction. The individuals surveyed were generally satisfied with their present situation and most displayed some degree of competence in the area of independent living skills.

Lam, C. S. (1986). Comparison of sheltered and supported work programs: A pilot study. Rehabilitation Counseling Bulletin, 29, 66-82.

To compare work programs for adults with developmental disabilities, the author used two random samples, one from a supported work program and one from a sheltered workshop. The two groups were compared in terms of client characteristics, program effectiveness, cost effectiveness, and job satisfaction. The results show it was more cost effective to serve clients with borderline to mild mental retardation in the supported work model and to serve the clients with moderate to severe mental retardation in the workshop model. Both programs were about equal in client satisfaction. Results also show the clients in the sheltered workshop program were working more hours, with surprisingly little differences in earnings.

Lovett, D. L., Harris, M. B. (1987). Important skills for adults with mental retardation: The client's point of view. Mental Retardation, 25(6), 351-356.

The authors sought to determine whether adults with mental retardation could provide useful information about the skills they considered important for successful community living. The authors compared the results to another similar survey. Adults with mild to moderate mental retardation were interviewed. The results show vocational and social skills were rated as most important, followed by personal, academic, and leisure skills.

Ludlow, B. L., Turnbull, A. P., & Luckasson, R. (1988). Transition to adult life for people with mental retardation. Baltimore, MD: Paul H. Brookes Publishing Company.

This book offers a comprehensive perspective on current systems and concepts in transition with an emphasis on integrated life-styles for individuals with mental retardation. The authors recognize that the transition process is not limited to the concerns of employment and includes a discussion of a successful transition process involving residential and recreational options. Broad policy issues on independent living, community participation, and productive employment are examined in light of the development of the individual's personal and social skills. Included in the book is a partial reference list of media sources, and of model programs in different states.

Martin, J. E., & Husch, J. V. (1987). School-based vocational programs and labor laws. The Journal of the Association for Persons with Severe Handicaps, 12(2), 140-144.

This article concisely reviews the rules and regulations of the U.S. Fair Labor Standards Act in relation to school-based vocational programs and emphasizes the payment of wages across different training and placement options. Fair labor standards are addressed because vocational programs have become an important part of the educational curriculum for students with moderate to severe disabilities. Community-based instruction beginning at the elementary level and emphasis upon placement during the latter school years have created a need for school staff to better understand labor laws and regulations. Four general Fair Labor Standards Act concepts can help guide school-based vocational and transitional programming efforts. First, vocational and transition goals must be included within each student's individualized education plan. Second, three months is the usual length of time students should stay at a community training site. Third, students with moderate to severe disabilities who are 15 years old or younger cannot become involved in an employer-employee relationship during school hours. Fourth, students who are involved in an employee-trainee relationship typically would not be paid.

Martin, J. E., Rusch, F. R., Tines, J. J., Brulle, A. R., & White, D. M. (1985). Work attendance in competitive employment: Comparison between workers who are non-handicapped and those who are mentally retarded. Mental Retardation, 23(3), 142-147.

Work attendance for individuals with or without mental retardation and employed as food service workers in a large midwestern university were examined over a three-year period. No differences were found between the workers who had mental retardation and their peers without retardation in relation to unexcused absences, excused absences, and sick leave. The employees without mental retardation were found to work a

significantly greater amount of overtime than employees who had mental retardation and also took significantly more vacations.

McCord, W. T. (1982). From theory to reality: Obstacle to the implementation of the normalization principle in human services. Mental Retardation, 20(6), 247-253.

An increasing number of human service professionals throughout North America say they use the principle of normalization as a guide to their service delivery systems. But most of these agencies have, at best, achieved a partial implementation of normalization in service provision. The concept of normalization continues to be a subject of widespread misuse, misinterpretation, and controversy. This article discusses the historical function of human services, presents an overview of a normalization-based approach to services, and offers initial planning considerations for implementing normalization principles in human services and the general community.

McLoughlin, C. S., Garner, J. B., & Callahan, M. J. (Eds.). (1987). Getting employed, staying employed: Job development and training for persons with severe handicaps. Baltimore, MD: Paul H. Brookes Publishing Company.

This book is dedicated to Marc Gold, a pioneer in the field of employment for persons with severe disabilities. It is concerned with the employment process and provides job guidance in the job development, training, and placement of persons with severe disabilities. The author's step-by-step guidelines encourage readers to adapt strategies to their own services and needs. The steps the authors encourage job trainers and developers to master are identifying job needs, researching prospects, projecting a businesslike image, preparing a job evaluation, matching employees with the job, and increasing production. Techniques for trouble-shooting are pointed out.

Navin, S. L., & Myers, J. E. (1983). A model of career development for disabled adults. Journal of Applied Rehabilitation Counseling, 14(2), 38-43.

This article extends the concept of job placement to a theory of career counseling for adults with disabilities. The authors point out that even though the definitions of job placement cover a wide range, there is unanimous agreement that it is an integral part of the rehabilitation process. The article reviews the history of job placement with a discussion of today's theories. The authors discuss the necessity of self-understanding, acceptance of disability, career exploration, career self-concept, career selection, and career re-evaluation. All have important implications for the field of rehabilitation counseling.

Nietupski, J. A., Hamre-Nietupski, S., Welch, J., & Anderson, R. J. (1983). Establishing and maintaining vocational training sites for moderately and severely handicapped students: Strategies for community/vocational trainers. Education and Training of the Mentally Retarded, 18(3), 169-175.

The authors present several strategies that can be used by community/vocational trainers in establishing and maintaining community-vocational training sites for adults with severe disabilities. The strategies they recommend include both procedural steps for establishing a suitable workplace and strategies for using interpersonal communication skills as shown by successful community/vocational trainers. Some of the steps include knowing your community, making personal contacts, and making phone contacts.

Noble, J. H., & Conley, R. W. (1987). Accumulating evidence on the benefits and costs of supported employment and transitional employment for persons with severe disabilities. Journal of the Association for Persons with Severe Handicaps, 12(3), 163-174.

Some of the major forms of supported and transitional employment services are compared with adult day care and traditional sheltered workshops, including work activity centers. The purpose behind this comparison is to show the evidence of the benefits and costs of supported employment and transitional services. The evidence indicates that all forms of employment for adults are less costly than adult day care. The other forms of employment--supported, transition, and sheltered--are more productive. The authors advocate stricter accountability in determining the costs and benefits of the supported employment options and call for a uniform framework of measurement.

Paine, S. C., Bellamy, G. T., & Wilcox, B. (1984). Human services that work: From innovation to standard practice. Baltimore, MD: Paul H. Brookes Publishing Co.

This book collects and synthesizes the current expertise in model development and standardization and reports on forms of replication in the fields of human services. The authors report that even though there are many different models of human services, there is remarkable consistency in the way these programs address basic program strategy. The authors provide a sufficiently detailed account of the different means in providing human services, the model development process, and how replication can be used to constitute a foundation upon which future advances in this area can build. This volume focuses on one approach to improving human services--the development and replication of standardization models. The emphasis on models is meant to complement, not replace, other strategies.

Rhodes, L., Ramsing, K., & Hill, M. (1987). Economic evaluation of employment services: A review of applications. Journal of the Association for Persons with Severe Handicaps, 12(3), 175-181.

In response to a call from Noble and Conley (1987), this article provides an overview of benefit-cost analysis and reviews the applications of benefit-cost analysis within vocational programming for persons with disabilities. The article states the applications of benefit-cost and other procedures for evaluation have been relatively rare for those programs serving persons with severe disabilities. With the increase of aid from taxpayer's money, economic efficiency of these programs must be examined. The studies and methods summarized in this article provide only a base for how to evaluate the programs that are in their infancy. The concepts that need to be addressed are: adequate comparison models, reducing effects to a single ratio, converting all effects to a dollar value, and lack of adequate data.

Rhodes, L. E., & Valenta, L. (1985). Industry-based supported employment: An enclave approach. Journal of the Association for Persons with Severe Handicaps, 10(1), 12-20.

The authors state that most individuals labeled with severe disabilities remain un- or under-employed. Individuals who have severe disabilities often remain in institutions, activity programs, or work activity centers despite whatever competence they have shown. They present a program model based on the challenges of the traditional employment outcomes for those with severe disabilities. Their model provides ongoing supported employment within a normal industrial setting to six persons previously judged to have severe disabilities, and therefore thought to be unemployable in a less restrictive setting than a sheltered workshop. Results show the earnings of the workers increased dramatically while they were involved in supported employment. Also, the public costs declined as compared to alternative, more restrictive programs.

Rusch, F. R. (1986). Competitive employment issues and strategies. Baltimore, MD: Paul H. Brookes Publishing Co.

This book challenges current understandings and assumptions about real-world employment. First, it introduces different and more community-oriented day-to-day approaches to training for employment. Second, it questions the goals that were established for people with disabilities over 50 years ago and that have traditionally guided service options for adults. This text contains technological innovations that allows people to meet goals the professional community did not even discuss ten years ago. It dispels the notion of segregation as a viable alternative for persons with mental retardation. The author includes practical reports from model programs and discussions that map out both the complex issues to be confronted and the

successful strategies that can be applied in providing competitive employment opportunities regardless of disabilities. The author shows how to identify potential jobs and create employer-oriented economic incentives to improving generalization training techniques and developing long-term job support. The book also includes an extensive discussion of the issues and strategies involved in competitive employment.

Schloss, P. J., Wolf, C. W., & Schloss, C. N. (1987). Financial implications of half- and full-time employment for persons with disabilities. Exceptional Children, 54(3), 272-276.

The authors sought to analyze the financial implications of part-time and full-time employment for persons with disabilities. They compared two levels of employment because increased financial well-being is often assumed to be a benefit of full-time employment for persons with disabilities. However, there is evidence that this might not be true. They compared three income levels: no earned income, income from a 20-hour a week job, and income from a 40-hour a week job. The results indicated that net disposable income was comparable for individuals working 20 hours a week to individuals working 40 hours a week. The net disposable income in either case is no more than \$3000 over the net income for an unemployed person. The authors suggest that there is absence of financial incentives for full-time employment and argue that persons with disabilities should consider the financial effects of potential employment.

Wehman, P., Hill, M., Goodall, P., Cleveland, P., Brooke, V., & Pentecost, J. H. (1982). Job placement and follow-up of moderately and severely handicapped individuals after three years. Journal of the Association for Persons with Severe Handicaps, 7(2), 5-15.

The authors describe the results of a three-year job placement project for persons with moderate and severe disabilities. The purpose of the project was to evaluate a staff training approach to placement and advocacy at the job site. Advocacy training also took place with the co-workers. After three years, they have placed 63 clients, with a retention rate of 67%. The individuals in the project have collectively paid over \$26,000 in taxes on aggregate earnings of over \$265,000. One of the criteria for client placement was a history of exclusion from non-sheltered and even sheltered work because the individuals had been viewed as non-employable. The authors also highlight the major conclusions and characteristics of the efforts by the staff to this point of the project and demonstrate clear effectiveness of the program.

Wehman, P., Hill, M., Hill, J., Brooke, V., Pendleton, P., & Britt, C. (1985). Competitive employment for persons with mental retardation: A follow-up six years later. Mental Retardation, 23, 274-281.

This is a follow-up of the previous annotation, where the authors describe the job placement and retention of individuals with mental retardation who have been working competitively over a six year period. A supported work model of competitive employment was utilized which featured structured placement, job site training by staff, and ongoing follow-along through the full period of the client's employment. Over \$1,000,000 were earned over the six years by the 167 clients. For most of the clients this was their first job, and they held it for an average of nineteen months.

Wehman, P., Hill, J. W., Wood, W., & Parent, W. (1987). A report on competitive employment histories of persons labeled severely mentally retarded. Journal of the Association for Persons with Severe Handicaps, 12(1), 11-17.

This article describes the competitive employment experiences of 21 persons labeled severely mentally retarded. Over an 8-year period from 1978 to 1986, 21 persons with IQ scores under 40 were competitively employed with ongoing or intermittent job site support. A cumulative total of over \$230,000 of unsubsidized wages was earned. Some problems were noted, including slow work rate and lack of appropriate social skills. The major suggestions for improving the quality of vocational interventions included more creative and comprehensive job development and more systematic instructional techniques.

Wehman, P., & Kregel, J. (1985). A supported work approach to competitive employment of individuals with moderate and severe handicaps. Journal of the Association for Persons with Severe Handicaps, 10(1), 3-11.

This article describes the key features of a supported work approach to persons with moderate and severe disabilities in competitive employment settings. The key features and the importance of the four components are emphasized and described in detail. The four components are job placement, job-site training, ongoing monitoring, and follow-up. The authors also make specific proposals for integrating a supported work approach into community-based adult services and secondary special education programs.

Wehman, P., Kregel, J., & Barcus, M. (1985). From school to work: A vocational transition model for handicapped students. Exceptional Children, 52(1), 25-37.

This paper presents a three-stage vocational transition model for students with disabilities as they move into adulthood. The authors show the need for secondary programs which exhibit a

functional curriculum, integrated services, and community based instruction. Transition should begin well before graduation and should involve all the different components of the student's life. One important part of the transition process is to keep a large number of options available for the youth and for the families but to emphasize the importance of paid employment after high school. Following the youth into adulthood is a major part of the transition process and this should help alleviate the high unemployment rate of the adults with disabilities.

Wehman, P., Kregel, J., & Seyfarth, J. (1985). Transition from school to work for individuals with severe handicaps: A follow-up study. The Journal of the Association for Persons with Severe Handicaps, 10, 132-136.

This article reports the level and types of employment, types of services received, income earned, and other significant variables that reflect the employment status of young adults with severe disabilities. The data reported in this study are part of a larger study that investigated the employment status and community integration of 300 individuals with disabilities. The authors assess the employment status of 117 young adults with moderate to profound mental retardation. The findings of this study indicated high unemployment rates of almost 88%, with only 14 of the 117 persons holding competitive jobs in nonsheltered work environments. The findings show high unemployment rates, limited wage accumulation, and limited opportunities for transition.

Wehman, P., Kregel, J., & Shafer, M. S. (1989). Emerging trends in the national supported employment initiative: A preliminary analysis of twenty-seven states. Richmond, VA: Rehabilitation Research and Training Center, Virginia Commonwealth University.

The preliminary results from the 27 states which received system change grants from the Rehabilitation Services Administration were determined through an extensive survey of the implementing agencies. The purpose of the survey was to assess the progress of the 27 state system change projects in promoting the development of supported employment programs and incorporating supported employment into the rehabilitation service system and identify national trends in policy development and program implementation. They found that these 27 states have been successful in developing local supported employment programs and delivering services to individuals with moderate disabilities. They also found the "typical" supported employed participant is an individual with mild or moderate mental retardation, not an individual with severe retardation, and that the costs of supported employment are roughly equivalent to alternative day programs. Remaining questions include determining how large supported employment programs should become, developing state interagency agreements on supported employment, addressing the

needs of the individual who it is intended to serve, including those with severe and profound mental retardation; and funding issues.

Wehman, P., & Melia, R. (1985). The job coach: Function in transitional and supported employment. American Rehabilitation, 11(2), 4-7.

This article describes the roles of the job coach in employment programs for persons in transition from workshops, adult activity centers, nonprofit placement centers, and schools. Job coaches should become more numerous as traditionally excluded jobs are becoming open to persons who have been long considered too low-functioning to benefit from competitive employment. The job coach has a job that is very important. Often the success or failure of a supported worker relies on the way the job coach does their job.

Wehman, P., & Moon, M. S. (1988). Vocational rehabilitation and supported employment. Baltimore, MD: Paul H. Brookes Publishing Co.

This book focuses on implementing more effective and efficient supported employment programs. It can be used as a source of information regarding preparing for successful training and management; designing preservice and inservice training programs; developing community-based program strategies; and designing employment outcomes for individuals with autism, traumatic head injury, severe and profound mental retardation, chronic mental illness, and physical disabilities. The main thrust of this well-organized text is to demonstrate how vocational rehabilitation can play a major role in facilitating and implementing supported employment outcomes for persons who would be unable to work without ongoing support.

Wehman, P., Wood-Pietruski, W., Everson, J., & Parent, W. (1985). A supported employment approach to transition. American Rehabilitation, 11(3), 12-16.

This paper presents the role of the high school special education teacher in promoting community-based vocational instruction, transition planning, and competitive employment. Outlined is a section on how to develop individual transition plans and what to do with them. Two case studies describe how supported work approaches to competitive employment can be used. These case studies involve persons with severe mental retardation who typically would not become employed because of the public's perception of the severity of their disabilities. Vocational rehabilitation played a significant role in the effectiveness of the transition from school to work.

White, D. M., & Rusch, F. R. (1983). Social validation in competitive employment: Evaluating work performance. Applied Research in Mental Retardation, 4, 343-354.

The authors introduce social validation as a way to evaluate the social acceptability of treatment goals, procedures, and results of interventions. Social validation lends itself to making judgments of the work performance of persons with mental retardation in nonsheltered employment settings. The authors analyze work reports provided by managers, shift supervisors, co-workers without disabilities, and workers with mental retardation. The results indicate significant differences across groups with regards to worker evaluation.

SUPPORTED EMPLOYMENT - PARENT/FAMILY ISSUES

Beckett, C., & Fluke, D. (1988). Supported employment: Parental involvement. Exceptional Parent, 13(1), 20-26.

The authors state that parents need to be effective advocates for their children. To do that they must understand how supported employment works and make sure their concerns are heard. The authors say that parents should be advocating for supported employment. Included in this article is a description of how the authors implemented supported employment. They discuss how they implemented supported employment through enlisting parent support and describe what parents can do to ensure success. The authors also include a section on how parent concerns were addressed through discussing the benefits of supported employment, both for them and for the community.

Brickey, M. P., Campbell, K. M., & Browning, L. J. (1985). A five-year follow-up of sheltered workshop employees placed in competitive jobs. Mental Retardation, 23(2), 67-73.

In 1983, the authors personally interviewed and studied agency records of 53 sheltered workshop employees placed in competitive jobs in calendar year 1978. They conclude that parental support is essential to job success. Most participants who were still employed after four or five years had parents who wanted them to work competitively and had a great deal of influence over them, while those who returned to the workshop or were unemployed did not have such parental support. The people who were no longer working probably could have continued had there been more follow-up support. The authors also examined attitudes towards work, friends, advocates, use of community resources, and fiscal considerations.

Campbell, P. H. (1987). The integrated programming team: An approach for coordinating professionals of various disciplines in programs for students with severe and multiple handicaps. Journal of the Association for Persons with Severe Handicaps, 12(2), 107-116.

This article describes a different approach to team programming that uses the input of parents and professionals to select goals, provide services, and monitor student progress. The authors point out that in the past, several different team structures have been used to provide programming in school. They state that student goals are established on the basis of each team member's participation, and they seek the assistance of parents in the process.

Everson, J. M., & Moon, M. S. (1987). Transition services for young adults with severe disabilities: Defining professional and parental roles and responsibilities. Journal of the Association for Persons with Severe Handicaps 12,(2), 87-95.

This article describes optimal roles and responsibilities for parents and professionals. The authors state that comprehensive transition planning currently is being explored in nearly every state across the country. Because they are unsure of which way to turn, educators, adult service providers, and parents all have concerns regarding their roles and responsibilities in the transition process.

Hasazi, S. B., Gordon, L. R., & Roe, C. A. (1985). Factors associated with the employment status of handicapped youth exiting high school from 1979-1983. Exceptional Children, 51(6), 455-469.

The authors identified 462 youths who graduated from high school between 1979-83 and who were receiving special education services. The authors sought to determine the employment status, the employment and training history, and the use of social services for these youths. Results showed that over half the people were employed and that most of the youths found jobs through the self-family-friend network. Additionally, part-time or summer work during high school assisted in getting people jobs and predicted the percentage of time employed since high school and the current wages.

Hasazi, S. B., Gordon, L. R., Roe, C. A., Hull, M., Finck, K., & Salembier, G. (1985). A statewide follow-up on post high school employment and residential status of students labeled "mentally retarded." Education and Training of the Mentally Retarded, 20(4), 222-234.

The authors investigated the employment and residential status of 243 mentally retarded youths who had exited high school in Vermont between 1981 and 1983. The results show that vocational and educational experiences during high school were related to employment status and salary level following high school. Also, results indicate that employment rates remained stable across rural, urban, and metropolitan areas, and that the majority of employed youths found their jobs through the self-family-friend network.

McCarthy, P., Everson, J., Moon, S., & Barcus, M. (1985). School to work transition for youth with severe disabilities. Richmond, VA: Virginia Commonwealth University, School of Education, Rehabilitation Research and Training Center, Project Transition Into Employment.

This monograph was developed to serve as readings to accompany a course on transition issues preparing state-level professionals to serve on a training team for transition-aged youths with disabilities. The contents of this monograph include a model

for developing a transitional process in a community; information on the parents' role in transition; elements of community-referenced, employment-directed school programs; administrative solutions to possible barriers experienced by school systems setting-up community-based vocational training; descriptions of several models of supported work options; and tactics for changing existing adult service systems from a traditional day care orientation to an employment outcomes format. The articles in this monograph describe model services that have been effective; however, the approach used and services available in each locality must be based on the needs of the individuals with disabilities living in the community.

McDonnell, J., Wilcox, B., & Boles, S. M. (1986). Do we know enough to plan for transition? A national survey of state agencies responsible for services to persons with severe handicaps. Journal of the Association for Persons with Severe Handicaps, 11(1), 53-60.

Through interviews with state administrators of educational, vocational, and residential services, this article sought to define the scope of the postschool secondary service needs of individuals leaving public school programs nationally. The transition of students with severe disabilities from school to community life has become a principal concern of parents, advocates, and professionals. The authors state that the failure of students with disabilities to access appropriate vocational and residential services has highlighted the need for comprehensive transition planning at both the individual and systems level. The authors discuss the implications for state agencies, parents, and high school programs as to what could be done to facilitate transition planning.

Moon, M. S., & Beale, A. V. (1984). Vocational training and employment: Guidelines for parents. Exceptional Parent, 20(8), 35-38.

This article outlines steps that parents of children with disabilities can take during their child's school years to ensure that he or she receives the proper kind of vocational training and placement. Some of the steps parents should take for their child include familiarizing oneself with state regulations dealing with children with disabilities; working with schools to make sure that vocational education is included; and assigning specific jobs and duties to be done around the home. Some of the specific steps that should be done with your child include creating opportunities to learn about jobs and emphasizing personal appearance and social skills. Some very specific steps about what should be done in high school include: building vocational training for specific jobs into the IEP's; making sure the transition team has the parent or guardian as a member; encouraging placement while still in school; and finding employment before graduation. This is a well-outlined article, but places the burden of success for the child upon the parents and not with the professional special educators.

Turnbull, A. P., & Turnbull, H. R. (1988). Toward great expectations for vocational opportunities: Family-professional partnerships. Mental Retardation, 26(6), 337-342.

The authors discuss supported and competitive employment through the use of a family's decision about where their child should be employed, and what opportunities should be available to him. Parental attitudes and personal decision making are means to bringing about great expectations for a child who has mental retardation. They discuss future planning, friendships, chores, summer jobs, and assistive technology as means to helping children attain the best possible employment. The premise of the article is that if expectations are raised as to what a child with mental retardation can achieve, more employment opportunities will be available to people who have mental retardation.

Wehman, P. (1968). Supported employment: Toward equal employment opportunities for persons with severe disabilities. Mental Retardation, 26(6), 357-361.

This article describes the success of supported employment--in particular, the impact of supported employment on persons with mental retardation, their families, the business community, and society in general. Two categories of major implementation issues are management and service delivery problems. The main implementation issues include long-term funding, technical assistance needs, transportation availability, and the need for much greater emphasis on serving those with the most severe disabilities.

Wehman, P., & Hill, J. (Eds.). (1985). Competitive employment for persons with mental retardation: From research to practice (Vol.1). Richmond, VA: Virginia Commonwealth University, School of Education, Rehabilitation Research and Training Center.

This book describes values that are important in employment programs and how supported work plays an important role in enhancing competitive employment for those with mental retardation. The authors advance nine values. These values serve as the basis for the research on supported employment that is being carried out in a number of states, most notably Virginia and Illinois. The values listed are employment in integrated settings, decent pay, the need for vocational choices, avoiding "charity" work, vocational training to reflect local labor needs, parent involvement in planning, parent education relative to social security laws, community-based vocational training, and systematically planned instruction. The authors also include a model for transition from school to work, a section on parent involvement, and the results from behavioral training strategies with target behavior selection and evaluation criteria.

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Wehman, P., Moon, M. S., Everson, J. M., Wood, W., & Barcus, J. M. (1988). Transition from school to work: New challenges for youths with severe disabilities. Baltimore, MD: Paul H. Brookes Publishing Co.

This book outlines a systematic approach to effecting change in work and school environments for youth with severe disabilities. The book is intended for a more professional audience. Strategies for developing policies and for planning activities at both the state and local levels are described in detail, as are methods for achieving interagency collaboration in the delivery of transition services. Case studies of local school districts and state level initiatives are provided, and common elements among those programs are identified. In addition to addressing the large systems issues, such as policy development, the book provides a comprehensive description of the Individual Transition Planning (ITP) process. Issues related to determining who should participate in the ITP process, identification of appropriate outcomes and teaching strategies, and the roles and responsibilities of school, adult service professionals, and parents are described in detail.

Wehman, P., Moon, M. S., & McCarthy, P. (1986). Transition from school to adulthood for youth with severe handicaps. Focus on Exceptional Children, 18(5), 1-12.

The authors focus on vocational alternatives for people with severe disabilities after age 21. They include descriptions of supported employment, supported competitive employment, and sheltered enclaves in industry. In addition to talking about successful transition into the different vocational opportunities, the authors discuss the requirements for successful community living. The authors discuss the importance of individualized transition plans (ITP's), parent education and involvement by professionals, and public awareness. This is one of the few articles that deals with the public's awareness of transition and on educating the public about the problems that are faced.

Wilcox, B. (1987). High school programs for students with disabilities: What should parents expect? Exceptional Parent, 17(6), 37-41.

This article discusses visions of what is possible for students with developmental disabilities in high school programs. Four major points are emphasized as to what should be expected and demanded if not delivered: building social skills and a social network; building competence in coping with the demands and opportunities of a complex community environment; building a work history; and building in parent involvement.



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